



COURSE SYLLABUS

SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Health, Human
Performance & Recreation

Course No. PE216

Course Title: Theory & Practice of Team Sport Revision: Fall 2010



“The Teacher as Professional Educator”

COURSE SYLLABUS

Department Approved 08/18/2010
College Council Approved 09/15/2010

I. Catalog Description and Credit Hours of Course:

Theory, skill development and teaching techniques of basketball, flag football, soccer, softball, team handball, and volleyball. (2) 4 lab hours per week

II. Prerequisite(s): None

III. Objectives of the Course:

Upon completion of the course, the teacher candidate will be able to:

- A. Identify critical elements of motor skill performance and combine motor skills into appropriate sequences for the purpose of improving learning. (1.1) [Q 1.2.1.1]
- B. Demonstrate competent motor skill performance in a variety of physical activities (1.2) [Q 1.2.1.1]
- C. Describe performance concepts and strategies related to skillful movement and physical activity (e.g., fitness principles, game tactics, skill improvement principles).(1.3) [Q 1.2.1.1]
- D. Understand the biological, psychological, sociological, experiential, and environmental factors (e.g. neurological development, physique, gender, socio-economic status) that impact developmental readiness to learn and refine movement skills. (2.2) [Q 1.2.1.3; Q 1.2.2.1; Q 1.2.2.4]
- E. Identify, select, and implement appropriate learning/practice opportunities based on understanding the student the learning environment, and the task.(2.3) [Q 1.2.2.4]
- F. Identify, select, and implement appropriate strengths/weaknesses, multiple needs, learning cultural, personal, family, community).(3.1) [Q 1.2.3.1; Q 1.2.3.2; Q 11.2.3.4]
- G. Use managerial routines that create smoothly functioning learning experiences and environments. (4.1) [1.2.6.2]
- H. Develop an effective behavior management plan. (4.5) [Q 1.2.6.2]

I. Describe and implement strategies to enhance communication among students in physical activity settings.(5.4) [Q 1.2.7.3]

J. Develop long and short-term plans that are linked to both program and instructional goals, and student needs.(6.2) [Q 1.2.4.3]

K. Design and implement learning experiences that are safe, appropriate, relevant, and based on principles of effective instruction.(6.4) [Q 1.2.4.1]

L. Use a variety of appropriate authentic and traditional assessment techniques (including both self and peer assessments) to assess student understanding and performance, provide feedback, and communicate student progress (i.e., for both formative and summative purposes).(7.2) [Q 1.2.8.1; 1.2.8.4]

M. Use available resources (e.g., colleagues, literature, professional associations) to develop as a reflective professional.(8.2) [Q 1.2.9.2]

[Q refers to MoSTEP Quality Indicators]

IV. Course Outline/Learning Experience

Hours

Class Format for all modules: Lecture/explanation, demonstration, physical practice, student peer teaching instruction assignments.

A. Basketball Module	10
1. Basic footwork, pivoting, etc.	
2. Passing skills	
3. Dribbling techniques	
4. Shooting skills	
5. Rebounding techniques, both defensive and offensive	
6. Offensive styles and concepts	
7. Man to man defensive techniques	
8. Zone defensive concepts	
9. Extended defenses	
10. Transition game	
11. History of the sport and its role in today's school and college programs covered in student oral reports	
12. Playing rules of basketball	
13. Equipment needed in the sport: its care and usage	
14. Game situations	
15. Out of bounds plays	
16. Skill analysis and feedback provided by students	
B. Flag football	10
1. Passing and pass routes	
2. Catching and receiving the football	
3. Carrying the football	
4. Kicking and punting the football	
5. Centering the football	
6. Blocking at the line of scrimmage	
7. Kickoff formations and coverage	
8. Return formations and strategies	

9. Passing game concepts
 10. Running game concepts
 11. Pass defense man to man and zone
 12. Rushing defense
 13. Defensive-end play
 14. History of the sports covered through student oral reports
 15. Playing rules and their variations
 16. Equipment needed and its care
 17. Skill analysis and feedback provided by students
- C. Soccer 12
1. Positions on the field
 2. Role of each position player
 3. Trapping the ball
 4. Kicking the ball
 5. Heading the ball
 6. Dribbling the ball
 7. Goal keeping
 8. Concepts of the game
 9. Team formations
 10. Scoring strategies in soccer
 11. Offensive tactics
 12. Defensive tactics
 13. History of the game throughout the world covered through student oral reports.
 14. Rules of play in soccer
 15. Kicks and scoring opportunities resulting from penalties incurred during play
 16. Care of needed equipment in soccer
 17. Skill analysis and feedback provided by students.
- D. Softball 10
1. Pitching skills, all styles
 2. Catching as a position on the field
 3. Fielding fly balls
 4. Fielding ground balls
 5. Hitting
 6. Base running
 7. Bunting
 8. Throwing
 9. Defensive combinations
 - a. double play
 - b. relays from outfield
 - c. cutoffs
 10. Variety of games played under term of "Softball"
 11. Offensive strategy
 12. Defensive strategy
 13. History of the softball and its role in society today covered through student oral reports.
 14. Rules of the various softball games
 15. Care of equipment for softball
 16. Skill analysis and feedback provided by students.
- E. Team Handball 8
1. Throwing the handball
 2. Catching the ball
 3. Dribbling the ball

4.	Shooting the ball to score	
5.	Various offensive styles and strategies	
6.	Role of circle runners	
7.	Wing runners and their roles in the game	
8.	Defensive strategies	
9.	One-on-one concepts	
10.	Zone defensive strategies	
11.	Transition game	
12.	Relating the team handball to basketball and soccer	
13.	History of team handball and its role in today's society covered through student oral reports.	
14.	Role of the sport in international competition	
15.	Rules of team handball	
16.	Care of equipment needed for team handball	
17.	Skill analysis and feedback provided by student.	
F.	Volleyball	10
1.	Passing skills--all techniques	
2.	Serving skills	
a.	Underhand	
b.	Overhand	
3.	Setting	
4.	Spiking techniques	
5.	Blocking skills and regulations	
6.	Dink	
7.	Dive and roll	
8.	Service reception--all sets	
9.	Single and double blocking techniques	
10.	Defensive sets and techniques	
11.	Offensive concepts and attack formations	
12.	History of volleyball covered through student oral reports.	
13.	Rules of volleyball	
14.	Care for the equipment needed in volleyball	
15.	Skill analysis and feedback provided by students	
Total Hours		60

V. Textbook:

Mood, D., Musker, Frank F., Rink, Judith E., (1991) Sports and Recreational Activities for Men and Women, Mosby/Yearbook.

Other References:

Clanton, R. E., and M. P. Dwight, (1997). Team Handball: Steps to Success, Champaign, IL: Human Kinetics

Krause, J. V., D. Meyer, and J. Meyer, (1999). Basketball Skills and Drills, 2nd edition, Champaign, IL: Human Kinetics

Luxbacher, J. A., (1999). Attacking Soccer, Champaign, IL: Human Kinetics

Potter, D. L. and G.A. Brockmeyer, (1999). Softball: Steps to Success, 2nd edition, Champaign, IL: Human Kinetics

Reeves, J. A., and J. M. Simon, (1981). The Coaches' Collection of Soccer Drills, Champaign, IL: Human Kinetics

Wise, M., (1999). Volleyball Drills for Champions, Champaign, IL: Human Kinetics

Wolff, R., (1997). Playing Better Baseball, Champaign, IL: Human Kinetics

VI. Basis for Student Evaluation:

Students are expected to participate professionally in all practical sessions. Only university-sanctioned activities require the instructor to provide an opportunity for make-up (see page 16 of the University Bulletin, 2000-2001 edition). Should a university-sponsored event or a health professional certified illness prevent attendance at a practical session, the instructor will either provide an opportunity for a make-up session or excuse the absence. Three non-excused absences will be tolerated with no reduction in grade. For three to six unexcused absences 3% will be deducted from the practical grade for each absence. Seven unexcused absences will result in an F grade (0%) for the practical part of the course. Illness and absence for university-sanctioned events will not result in any percent reduction for the practical part of the course. However, should more than a total of seven absences occur, the student may be requested to withdraw from the class with a W grade.

- A. Within each module, the assessment will consist of:
 - 1. Valid and reliable skills tests and evaluation of skills, tactics, adherence to and enforcement of rules during participation
 - 2. Written exams which cover rules, history, skills, tactics, safety and equipment
- B. Peer teaching experience
 - 1. The peer teaching experience will be evaluated for thoroughness, organization, and attention to a safe environment
- C. Evaluation of the student developed notebook which describes teaching and coaching methods and instructional techniques as used by the instructor
- D. Percentages for evaluation categories:
 - 1. Evaluation of skills (equal distribution for each module)
48%
 - 2. Written examination (equal distribution for each module)
42%
 - 3. Peer teaching experience
10%
 - 4. Notebook evaluation (Unsatisfactory student notebook will result an incomplete grade being awarded for the course. Notebook must be upgraded to put appropriate standards prior to the assignment of a passing grade.
pass/fail
- E. Grade assignment
 - 90 – 100% A
 - 80 – 89% B
 - 70 – 79% C
 - 60 – 69% D
 - 59 and below F